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ABSTRACT

Notable reading projects funded under Title II are described in this report. The projects range from a bilingual program for Spanish-speaking pupils in eighteen schools in Washington, D.C., to the provision of relevant reading materials to neglected and delinquent youth in four special schools and correctional institutions in a California county. Other projects described include secondary school reading in the content fields, black studies, a parent-teacher-student reading program, and a paper back book library. Each report includes the objectives, a brief description, the number of pupils served, the amount of funds granted, an evaluation, and the name and address of the director. (TO)

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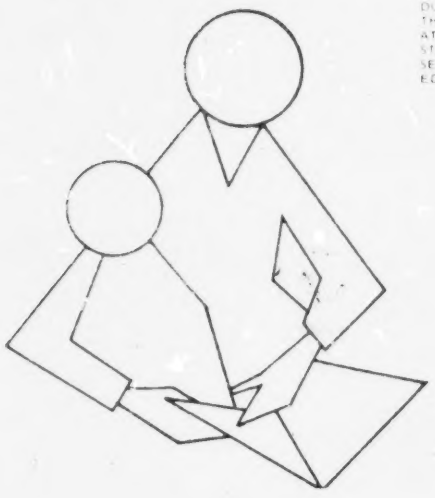

ESEA TITLE II and The Right To Read

NOTABLE READING PROJECTS
MAY 1971

TITLE II PERSONNEL GIVE HIGH PRIORITY TO RIGHT TO READ

Reports from title II staff indicate that they are participating in a variety of State department of education plans and activities for the Right to Read effort, which has had high priority in fiscal year 1971.

State title II staff are serving on a number of reading task forces and advisory committees. In this capacity, they frequently work closely with State reading specialists and media supervisors on the development of plans to provide appropriate reading materials and other media, as well as, advisory services on reading and the use of media for local education agencies. For example, Maryland's plan calls for preparation of a position paper defining the place of reading in the total curriculum. In New York, representatives from the State Education Department involved in reading for preschool and elementary and secondary school pupils are working together on ways in which they can contribute more effectively to the solution of reading problems. Arizona's Right to Read Committee has developed a timetable for the completion of management priorities for the Right to Read effort, which include evaluation of textbook selection procedures, review of teacher training in reading instruction, and development of reading service centers to provide leadership, research, and staff development opportunities.

In nearly every State, increased attention is being given to evaluation and dissemination of the effect of title II and other Federal programs on reading. A statewide assessment of needs in reading is being conducted in North Dakota during the 1970-71 school year. A survey questionnaire will be sent to reading personnel within the State, and data will be collected on students with reading problems. The results of the study will be used in determining the administration of the national Right to Read effort in North Dakota.

One means of increasing title II involvement in the Right to Read effort is the review and revision of relative need formulas to include reading data as a factor in establishing the needs of elementary and secondary school pupils for school library resources, textbooks, and other instructional materials. New York, for example, is allocating more materials to schools enrolling large numbers of pupils with reading deficiencies. Title II funds will be used to provide relevant easy-to-read materials selected to capture the interests of these boys and girls.

Another method of increasing title II involvement in reading is the encouragement of reading project applications in the title II program. A title II reading project is a specific plan for the improvement of reading through the acquisition of instructional materials. Idaho's request in December 1970 for proposals for competitive special-purpose grants in reading resulted in high quality applications from 125 school districts within a month. The requests for funds exceeded the entire Idaho title II allotment.

Connecticut is funding 100 small competitive title II grants to be used to provide reading materials for

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disadvantaged students. Major goals of these grants are to help pupils acquire reading skills, to give them experience in the use of print and nonprint media, and to determine the effect of significant quantities of high quality materials on instruction.

Notable reading projects funded under title II of the Elementary and Secondary Education Act in California, Idaho, Mississippi, New York, North Carolina, Oklahoma, South Dakota, Utah, and the District of Columbia are described in this report. They range from a bilingual reading program for Spanish-speaking pupils in 18 schools in Washington, D.C., to the provision of relevant reading materials to neglected and delinquent youth in four special schools and correctional institutions in a California county. Other interesting projects include secondary school reading in the content fields, black studies, a parent-teacher-student reading program, and a paperback book library. Reports on other reading projects funded under title II may be submitted to Dr. Milbrey L. Jones, Division of State Agency Cooperation, U.S. Office of Education, Washington, D.C. 20202.

ESEA Title II

Instant Precis - Reading Project

Title: READING IN THE CONTENT FIELDS, BISHOP McGUINESS HIGH SCHOOL, OKLAHOMA CITY, OKLAHOMA

Objectives: To motivate interest in learning, and to help pupils become skillful and discriminating users of media.

Project: Reading instruction is part of the job of three subject matter teachers in this school. One English class, involved in a unit on filmmaking, did considerable reading on film techniques and produced several lively and amusing films on such topics as drug abuse, dating habits of high school students, and what it would be like to be the only man left on earth. For a course in Political Thought, students read and discuss the works of outstanding political theorists of history. Students enrolled in Modern Media, an overview of today's forms of communication, made heavy use of newspapers and magazines, books, television, radio, and movies to help them understand the mass media and their effect on society. Student reactions to all these courses are enthusiastic, and improved skills in reading have resulted.

Number of pupils served: 661 private secondary school pupils

Amount from title II for materials to be loaned: $1,243 (books and audiovisual material)

Evaluation: Observation of pupil attitudes; achievement of pupils; learning atmosphere

Further information: Rev. David Monahan, Principal, Bishop McGuiness High School, 801 50th St. N.W., Oklahoma City, Okla. 73118

Title: PAPER BACK HONOR LIBRARY, GRACE ELEMENTARY SCHOOL, GRACE JOINT SCHOOL DISTRICT NO. 148, GRACE, IDAHO

Objectives: (1) To improve reading skills; (2) to create interest in recreational reading; (3) to increase pride and responsibility through installation of an honor system for circulation of books.

Project:	A paperback honor library, adjacent to the regular library provides students with paperback books at appropriate grade levels that appeal to their special interests and needs, as well as books related to subjects studied in school. One technique used to encourage students to read other books they may enjoy is to note in the back of each book, "If you enjoyed this book, you will probably enjoy (title of a similar or related book)." Student interest is encouraged by requesting them to donate paperback books they have liked.
Number of pupils served:	173 public elementary school pupils
Amount and type of title II grant.	Special-purpose grant, $1,030 (books)
Evaluation:	Teacher and librarian observations and reports; inventory and circulation records
Further information:	Dr. J. H. Waite, Superintendent, Grace Joint School District No. 148, Grace, Idaho 83241; telephone: 208-425-3931

Title:	ELEMENTARY SCHOOL MEDIA CENTER, DALTON GARDENS ELEMENTARY SCHOOL, COEUR D'ALENE SCHOOL DISTRICT NO. 271, COEUR D'ALENE, IDAHO
Objectives:	(1) To improve reading ability; (2) to develop study skills; (3) to increase interest in reading.
Project:	In a newly established elementary school media center, the program will concentrate on activities that stimulate and motivate the development of good reading habits. The program embraces a variety of approaches to make reading meaningful and attractive, involving the use of recordings, tapes, filmstrips, book displays, book talks, book discussions, story telling, and reading aloud. Instruction in the use of materials is also an important aspect of the program. The media staff works with all teachers responsible for developmental, corrective, and individualized reading, by making suggestions about materials, guiding the independent reading and study of students in line with the recommendations of the teachers, and scheduling activities to meet student needs.
Number of pupils served:	185 public elementary school pupils
Amount and type of title II grant:	Special-purpose grant, $1,500 (books, printed materials); $2,800 (audiovisual materials)

ESEA Title II

Instant Précis Reading Project

Evaluation:	Standardized tests; teacher prepared inventory test; anecdotal records; use of media center; teacher observation of student attitudes
Further information:	Mr. S. Clay Coy, Superintendent, Coeur d'Alene School District No. 271; Mr. Warren Bakes, Principal, Dalton Gardens Elementary School, Route 2, Box 251, Coeur d'Alene, Idaho 83814; telephone: 208-664-8241

Title:	EXEMPLARY IMC, OGLALA COMMUNITY SCHOOL, PINE RIDGE, SOUTH DAKOTA
Objective:	To make accessible a wide range of media for utilization in teaching and learning.
Project:	The Pine Ridge Agency utilizes Oglala Community School as a base to provide library and media resources and services to six other schools for Indian children. A centralized pool of printed and audiovisual materials supplements school-housed collections. Services from the base school are concentrated on consultative assistance to teachers about books, other materials, and their uses since classroom teachers in the small schools have practically the entire responsibility for making reading an important element in the daily experiences of each individual student.
Number of pupils served:	2,684 Indian pupils enrolled in seven schools conducted by the Bureau of Indian Affairs
Amount and type of title II grant:	Special-purpose grant, $4,000 (books, printed materials); $6,000 (audiovisual materials)
Other Federal program assistance:	$12,212 ESEA title I funds and $26,000 BIA regular program funds for salaries, materials, facilities, and equipment
Evaluation:	Use of materials; survey of attitudinal change; parent teacher observation
Further information:	Mr. R. W. Penttila, Education Program Administrator, Pine Ridge Agency School, Pine Ridge, S. Dak. 57770; telephone: 605-867-5123; Mr. Don Ford, Principal, Oglala Community School, Pine Ridge, S. Dak. 57770; telephone: 605-867-5159

Title:	BILINGUAL BOOKS FOR SPANISH-SPEAKING CHILDREN, WASHINGTON D.C. PUBLIC SCHOOLS
Objectives:	To provide instructional materials in Spanish and English to pupils from Spanish-speaking homes in order to promote reading skills and achieve understanding of the English language, motivate interest in learning, and foster pride in Spanish language and culture.

Project:	In 18 elementary schools, pupils from Spanish-speaking homes are taught in Spanish for one-half of the school day. Developmental reading experiences in Spanish and English include the use of a special collection of library books. Selection criteria provide for some titles available in both Spanish and English that are popular with all American children, easy-to-read stories in English and Spanish, and simple stories in both languages that reflect Puerto Rican, Latin American, Mexican, Spanish, and Cuban cultures. The books generate conversation for practicing both Spanish and English, while furnishing relevant and appealing reading matter. Teachers conduct small group discussions of what the children read, asking questions which probe their understanding of the material read, and extend their understanding of language in general.
Number of pupils served:	300 public elementary school pupils
Amount and type of title II grant:	Special-purpose grant, $2,700 (books)
Other Federal program assistance:	Title II project coordinated with a project funded under title VII, ESEA
Evaluation:	Observations of teachers, supervisors, and media specialists
Further information:	Miss Caroline L. Shugars, Educational Specialist, ESEA title II Program, Department of Library Science, Public Schools of the District of Columbia, 415 12th St., N.W., Washington, D.C. 20004; telephone: 202-629-2988

Title:	CROSS DISCIPLINARY READING, LANCASTER CENTRAL SCHOOL DISTRICT NO. 1, LANCASTER, NEW YORK
Objectives:	(1) To improve student attitudes toward learning and school; (2) to increase utilization of materials, equipment, and differentiated staff; (3) to develop sequential skill programs for independent study in reading, mathematics, science, and social studies.
Project:	Thirty eleventh grade pupils are grouped with an interdisciplinary team of four teachers (mathematics, social studies, science, and English) to study the impact of a concentration of services and individual attention. Subject matter teachers will attempt to build reading, communication, and study skills in the content area classes. Reading materials at appropriate reading levels and audiovisual media that appeal to the special interests and needs of individual students and that relate to the subjects being taught, are freely available. A flexible schedule allows time for independent study. Students learn that it takes a different kind of reading for science or social studies from that needed to read a novel. Students will evaluate media in varied forms to find those most appropriate for various kinds of knowledge and understanding, and develop an appreciation of these media as art forms.
Number of pupils served:	30 public secondary school pupils

ESEA Title II

Instant Précis - Reading Project

Amount and type of title II grant:	Basic grant, $7,817; special-purpose grant, $37,000
Other Federal program assistance:	NDEA title III matching funds ($8,662) for equipment and minor remodeling
Evaluation:	A control group to be compared with the experimental group using: interest inventories; standardized tests; analysis of pupil behavior; use of materials
Further information:	Mr. J. Norman Hayes, Superintendent, Lancaster Central School District No. 1, Lancaster, N.Y. 14086; Mr. Oscar Roald, Principal, Lancaster Senior High School, 177 Central Ave., Lancaster, N.Y. 14086; telephone: 716-684-1800

Title:	NON-READER TUTORING PROGRAM, THOMAS A. EDISON HIGH SCHOOL, ELMIRA HEIGHTS CENTRAL SCHOOL DISTRICT NO. 2, ELMIRA HEIGHTS, NEW YORK
Objectives:	(1) To motivate learning through self-directed study; (2) to develop in non-readers the ability to use varied media; (3) to use an interdisciplinary approach to instruction; (4) to develop a media center for the provision of services, materials, and program guidance.
Project:	Young adults identified as nonreaders receive tutorial assistance in reading from student volunteers selected for their academic ability, interest, and empathy with the nonreader. Special interests of the nonreader are used as a basis for teaching him to read and examine ideas. Student tutors locate and use whatever material is most closely related: newspaper sports pages and want ads; manuals on automobile repair; applications for jobs, driver's licenses, social security numbers, and bank loans; manuals on child care, sewing, and cooking. From the pursuit of such interests, bibliographies will be constructed which will be made available for general use. Opportunities to prepare such material as tapes, slides, transparencies, or other items related to their special interests are available.
Number of pupils served:	621 public secondary school pupils
Amount and type of title II grant:	Special-purpose grant, $23,000
Other Federal program assistance:	NDEA title III matching funds ($20,000) for minor remodeling and equipment; also integrated with ESEA title I
Evaluation:	Questionnaires; anecdotal records; observations of teachers
Further information:	Mr. Anthony J. Borgognoni, Superintendent, Elmira Heights Central School District No. 2; Mr. Francis M. Dooley, Principal, Thomas A. Edison Senior High School, East 11th St., Elmira Heights, N.Y. 14903; telephone: 607-734-7114

Title:	LABORATORY READING PROGRAM, MIDWEST CITY–DEL CITY SCHOOLS, MIDWEST CITY, OKLAHOMA
Objectives:	(1) To improve reading skills; (2) to improve self-concept and self-confidence; (3) to develop permanent reading interests, tastes, and habits.
Project:	In this program which has been conducted for 5 years, pupils with average intelligence but with reading ability below grade level in eight public schools and one private school are scheduled for special instruction in reading. Counseling and home visits to help determine reasons for retardation are an integral part of the program. Methods and techniques used to stimulate interest in reading and to meet individual interests and needs include: creative art experiences; recording sessions; learning games; choral reading; controlled readers; and round table and panel discussions. Electric typewriters are used with one control group to determine if reading can be enhanced through the use of typing. Library materials, e.g., easy books, current magazines, pamphlets, and newspapers are used to provide for individual interests and abilities. Individualized instruction and small group activities help students improve social skills and make personality adjustments as well as improve in reading. Attention is given to reading skills and developmental and recreational reading, with students being taught to read critically and to question reliability.
Number of pupils served:	673 public and private elementary school and junior high school pupils
Amount and type of title II grant:	Basic grants, $111,313 (books, printed materials); $26,449 (audiovisual materials)
Other Federal program assistance:	$175,055 NDEA title III funds used for materials and equipment; ESEA title I funds for salaries, equipment, mobile reading laboratory
Evaluation:	Pretesting and posttesting; teacher observation and anecdotal records
Further information:	Dr. William Anderson, Assistant Superintendent and Director of Federal Projects, Midwest City-Del City Schools, 607 West Richenbacker St., Midwest City, Okla. 73110; telephone: 405-737 4461

Title:	BLACK STUDIES PROGRAM, CORPUS CHRISTI ELEMENTARY SCHOOL, OKLAHOMA CITY, OKLAHOMA
Objectives:	(1) To understand the contribution of black people to American culture; (2) to improve reading and study skills; (3) to motivate learning; (4) to appreciate the arts as a means of communication.
Project:	In preparation for Black Heritage Week, pupils studied the work of black artists, authors, and musicians and produced a play on the contribution of blacks to American culture. As a preparatory introduction to their work, a unit

	on study skills and the use of reference sources enabled students to turn to many materials in a variety of formats to find the media best suited to fulfilling their needs. Students read biography, poetry, drama, fiction, and varied materials on play production, music, and choreography, and received instruction in pacing and adjusting their reading rate to the material being read.
Number of pupils served:	266 private elementary school pupils
Amount from title II for materials to be loaned:	$500 (books and printed materials)
Evaluation:	Informal evaluation of school faculty
Further information:	Sister Rose Michele Boudreau, S. P., Principal, Corpus Christi Elementary School, 1010 16th St. N.E., Oklahoma City, Okla. 73117

Title:	INDEPENDENT STUDY: PROJECT FOR EXPERIMENTAL USE OF MATERIALS, UNION PINES HIGH SCHOOL, MOORE COUNTY SCHOOLS, CARTHAGE, NORTH CAROLINA
Objectives:	To individualize instruction to meet a wide variety of educational needs.
Project:	An independent study center established as remedial in nature, has evolved as a focus for accelerated study as well and eliminated the stigma of remedial work established in this school. Books, film loops, filmstrips, programed material, pamphlets, recordings, slides, microfilm, at reading and ability levels from grade 3 to 12 and beyond, provide experiences vital to successful reading and achievement in English, social studies, science, and mathematics. A list of materials available in the center is provided to all pupils and teachers.
Number of pupils served:	800 public secondary school pupils
Amount and type of title II grant:	Special-purpose grant, $1,792 (books, printed materials); $8,875 (audiovisual materials); $190 (maintenance and distribution of lists and catalogs)
Other Federal program assistance:	ESEA title I funds for personnel and materials
Evaluation:	Pretesting and posttesting; teacher evaluation; student self-evaluation
Further information:	Mr. R. E. Lee, Superintendent; Mrs. Pauline Myrick, Media Coordinator, Moore County Schools, Carthage, N.C. 28327; Mr. Charles B. Whitley, Principal, Union Pines High School, Route 1, Cameron, N.C. 28327

Title:	SOCIAL STUDIES READING PROGRAM, CHALLIS ELEMENTARY SCHOOL, CHALLIS JOINT SCHOOL DISTRICT, CHALLIS, IDAHO
Objectives:	(1) To improve reading skills; (2) to increase achievement in social studies; (3) to develop study skills; (4) to motivate interest in reading.

	Social studies teachers concentrate on building reading and study skills as well as instruction in social studies by using children's books to introduce topics to be studied. Students learn how to use books—table of contents, footnotes, glossary, study questions, and index. Individual investigation and exploration of topics studied is encouraged, with opportunity to select from among many resources the media best suited to answer specific needs. Teachers emphasize ideas and concepts rather than isolated facts, and inquiry rather than rote memorization.
Number of pupils served:	366 public elementary school pupils
Amount and type of title II grant:	Special-purpose grant, $1,786 (books, printed materials); $214 (audiovisual materials)
Evaluation:	Circulation records; reading profiles; testing
Further information:	Mr. R. D. Palmer, Superintendent, Challis Joint School District No. 181, Box 246, Challis, Idaho 83226; telephone: 208-879-2669

Title:	JANESVILLE UNION READING PROJECT, JANESVILLE, CALIFORNIA
Objectives:	(1) To improve reading and study skills of pupils; (2) to include use of instructional materials in all phases of curriculum and instruction; (3) to individualize the materials of instruction to meet student needs.
Project:	An exemplary library serves as a learning laboratory for students pursuing individualized programs in reading, health, science, and social studies. The wide range of materials are drawn upon by teachers, media staff, and learning consultants in writing learning prescriptions for gifted students and students with learning handicaps—especially in reading skills. Materials for pupils in various stages of learning reduced the stigma for poor readers of having to cross grade levels while providing unlimited materials for gifted pupils in advanced placement. Gifted pupils are paired with teachers of similar interests, with teachers released one-half day to work with students. Audiovisual materials have been especially useful for pupils with reading difficulties. The median gain in reading under this program was 21 months.
Number of pupils served:	296 public elementary school pupils
Amount and type of title II grant:	Basic and special-purpose gra. .s, $17,003 (books, printed materials); $5,653 (audiov .ual material)
Other Federal program assistance:	$3,000 NDEA title III, $1,200 ESEA title I, and $39,000 P. L. 815 used for materials and equipment
Evaluation:	Circulation records; number of students using materials; reading and study skills achievement tests; teacher observation and judgment

ESEA Title II

Instant Precis - Reading Project

Further information:	Mr. Glenn R. Thompson, Superintendent, Lassen County; Mrs. Ruth Lagier, Principal, Janesville Union Elementary School; Mr. Donald R. Baker, Project Director, Janesville Union Elementary School, P. O. Box 188, Janesville, Calif. 96114; telephone: 916-253-3235

Title:	SPECIAL SCHOOLS, ALAMEDA COUNTY, SAN LEANDRO, CALIFORNIA
Objective:	To foster student interest in reading.
Project:	A campus resource center stocked with print and audiovisual materials was established to support the K-12 curriculum offered to pupils 5-18 years old who are wards of the juvenile court and who are enrolled in four special schools for neglected or delinquent children. The pupils characteristically read from 3-5 years below grade level and are often not only educationally deprived but emotionally disturbed. There is a high degree of turnover in the school population. Much stress is therefore placed on individualized reading instruction. Efforts made to interest pupils in reading include provision of a variety of interesting, easy-to-read books; tape cassettes, records, film, and filmstrips to accompany books; the program also includes book discussion and puppet clubs.
Number of pupils served:	600 public elementary and secondary school pupils enrolled in four institutions
Amount and type of title II grant:	Special-purpose grant, $9,500 (books, printed materials); $14,500 (audiovisual materials)
Other Federal program assistance:	ESEA title I funds for equipment and materials
Evaluation:	Testing; subjective data collected by questionnaires and rating forms; library usage
Further information:	Mr. Rock LaFleche, Superintendent, Alameda County Schools, 224 West Winton St., Hayward, Calif. 94544; Mrs. Juliana Rousseau, Project Librarian, Chabot Ranch School, 2500 Plaza Dr., San Leandro, Calif. 94578; telephone: 415-351-0420

Title:	ELEMENTARY SCHOOL LIBRARY SERVICES, LEFLORE COUNTY SCHOOLS, GREENWOOD, MISSISSIPPI
Objectives:	To improve the literacy of students and their proficiency in reading, writing, mathematics, and other elementary school subjects.
Project:	This predominantly black, rural school system has provided well stocked media centers and professional staff in all nine elementary schools to improve learning, instruction, and the use of a variety of media. Teachers are also involved in planning media instruction, evaluating resources, motivating the use

	of the media center, and implementing the program. A giveaway book program has been established. Students who read a certain number of books are awarded a free book to start their own libraries. A strong element in developing enthusiasm for use of media is the inservice program for teachers. An excellent professional library, building media staff, and district media and other consultants provide teachers with information about new materials and assist in keeping them informed on educational trends and recent developments in their subject areas. Inservice courses are conducted on the full spectrum of media and their uses.
Number of pupils served:	3,400 public school pupils in nine elementary schools
Amount and type of title II grant:	Basic grants, $49,161; special-purpose grants, $25,000
Other Federal program assistance:	ESEA title I program coordinated with the ESEA title II program
Evaluation:	Observations of teachers, librarians, and supervisors
Further information:	Mr. Otis Allen, Superintendent, Leflore County Schools, Greenwood, Miss. 38930; telephone: 601-453-3616; Mrs. Lou O'Neal, Library Coordinator, Leflore County Schools, Greenwood, Miss. 38903; telephone: 601-453-8566

Title:	MEDIA CENTER BASED READING PROGRAM, CHRISTOPHER COLUMBUS ELEMENTARY SCHOOL, UTICA CITY SCHOOL DISTRICT, UTICA, NEW YORK
Objectives:	(1) To improve skill in visual perception, auditory discrimination, and critical thinking; (2) to improve reading comprehension; (3) to develop interest in reading; (4) to increase the use of media.
Project:	The reading program, based on phonetics with a linguistic approach, emphasizes word patterns, semantics, and purposes of punctuation. Teachers use a multimedia approach, with children having the opportunity to accept responsibility for their own learning. The increased equipment and materials enable teachers to take advantage of periods of high interest and motivation. Listening stations, filmstrips, recordings, and drama presentations give students experience with a variety of literary forms. Teachers stress comprehension, interpretation, criticism, and evaluation of reading matter, observation of sentence patterns, structural elements in words, and the conventions of written English.
Number of pupils served:	660 public elementary school pupils
Amount and type of title II grant:	Special-purpose grant, $20,000

Other Federal program assistance:	Projects under NDEA title III and ESEA title I and III coordinated with the title II program
Evaluation:	Questionnaires; standard observation criteria, anecdotal reporting procedures; use of materials
Further information:	Mr. Edward J. Perry, Superintendent of Schools, Utica Public Schools; Mr. James Pronteau, Principal, Christopher Columbus Elementary School, 13 Elizabeth St., Utica, N.Y. 13501, telephone: 315-735-8311

Title:	PARENT - TEACHER - STUDENT READING PROGRAM, OREM JUNIOR HIGH SCHOOL, OREM, UTAH
Objectives:	(1) To individualize instruction; (2) to provide underachievers a success-oriented reading program; (3) to involve parents in the school program; (4) to help students build improved self-concepts.
Project:	This project is an effort to provide parents with more specific advice on their children's reading, and to use parents to help their children learn to read, write, and spell. Children in the program are tested, and their reading difficulties analyzed. Volunteer mothers then give children daily help with reading. Parents learn practical ideas to help their children with reading—games the child can play, activities he can undertake, books he will enjoy, and exercises and skill tests. Parental involvement with children already in school also provides ideas for use with preschool children so that they will have fewer reading problems when they enter school.
Number of pupils served:	75 public junior high school pupils
Amount and type of title II grant:	Basic grant, $150 (audiovisual materials)
Other Federal program assistance:	ESEA title I funds ($9,150) used for salaries and equipment
Evaluation:	Test scores; informal parent evaluation on social and personality gains; student-parent-teacher conferences
Further information:	Mr. Bennett Nielson, Principal, Orem Junior High, 765 North, 600 West, Orem, Utah 84057

Title:	HUMANITIES APPROACH TO MUSIC PROJECT, COLONIE CENTRAL HIGH SCHOOL, SOUTH COLONIE CENTRAL SCHOOLS, ALBANY, NEW YORK
Objectives:	(1) To improve verbal ability of students; (2) to develop student interest in the humanities; (3) to provide materials suitable for students of different interests, abilities, and aspirations.

Project:	A humanities program designed for senior high school pupils planning no further formal education covers consumer education, national problems, and environmental/ecological education. Reading and writing skills are emphasized as these content areas are taught, with stress on adjustment of reading speed and style to the material being read. In addition to these fundamental skills, students will read and discuss literature, hear music, and see paintings, sculpture, and examples of architecture that highlight the role of the worker in contemporary society.
Number of pupils served:	1,843 public secondary school pupils
Amount and type of title II grant:	Special-purpose grant, $20,000
Other Federal program assistance:	NDEA title III matching funds ($1,500) for minor remodeling and equipment
Evaluation:	Rating scales; questionnaires; evaluation committee reports; statistical records; observation; standardized and locally prepared tests; anecdotal reports
Further information:	Dr. James Runkel, Chief School Administrator, South Colonie Central Schools; Mr. John Conolly, Principal, Colonie Central High School, 100 Hackett Ave., Albany, N.Y. 12205; telephone: 518-459-1220